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[Department of Education, Toronto]

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Ontario Department of Education

The War and the Schools

ANNOUNCEMENT BY THE MINISTER OF EDUCATION

Courses and Examinations in History and Geography

FOR

The School Year of 1915-1916

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO



TORONTO:

Printed by L. K. CAMERON, Printer to the King's Most Excellent Majesty
1915.

- Why We are at War: Great Britain's Case by the Members of the Oxford Faculty of Modern History.....Oxford University Press, boards, 85c.
Valuable for reference on account of the official documents of the principal nations.
- Diplomatic Documents relating to the Outbreak of the European War....
T. Fisher Unwin, London, W.C.,
The Blue Book, May, 19151s.
- European WarThe King's Printer, Ottawa,
Despatches between the British Government and Ambassadors.
- The Statesman's Year Book, 1915The Macmillan Co., \$3.50
Invaluable as a reference.
- Toynbee, Arnold J.....Nationality and the War (511 pp.).....
J. M. Dent & Sons, 1915, \$2.25
Seven maps. A courageous attempt to think out what the reconstruction of the map of Europe on the basis of nationality would really mean—always assuming that eventually the Allies will win. It is a careful study in historical and political geography, and though few will agree with all the views expressed, it provides a valuable basis for discussion.
- Hirst, F. W.....The Political Economy of War (340 pp.).....
J. M. Dent & Sons, 1915, \$1.50
A critical examination of the economic causes and consequences of war in general, and a forecast of the cost and probable consequences of the present war by the Editor of *The Economist*.
- Falconer, President R. A.....The German Tragedy and Its Meaning for Canada (90 pp.)University of Toronto Press, 1915, 50c.
- Lucas, Sir C. P.The British Empire (250 pp.)
The Macmillan Co., 1915, 50c.
- Belloc, Hilaire....A General Sketch of the European War (377 pp.).....
Nelson & Sons, 1915, \$1.50
An illuminating account of the problems and events of the first phase of the war by a leading military critic.
- Map Book of the War.....Nelson & Sons, 1915, 25c.
Fifty-six maps and a diary of the War.

III. PAMPHLETS.

- Oxford Pamphlets.....Oxford University Press, Toronto.
A number of paper-bound pamphlets, from 12 to 40 pages each, have been published separately at from a penny to eightpence. Many of these are also bound in series of five pamphlets, stiff covers, at 35c. each. The following will be found specially helpful:
- No. II, 1914. The Germans, their Empire, and how they have made it—Fletcher; The Germans, their Empire and what they covet—Fletcher; Might is Right—Raleigh; Austrian Policy since 1867—Beaven; Italian Policy since 1870—Feiling..... 35c.
- No. III. French Policy since 1871—Morgan and Davis; Russia, the Psychology of a Nation—Vinogradoff; Germany and "The Fear of Russia"—Chirol; Serbia and the Serbs—Chirol; The Eastern Question—Urquhart 35c.
- No. IX. What Europe Owes to Belgium—Davis; Poland, Prussia, and Culture—Ehrlich; Turkey in Europe and Asia (Political Quarterly); Greek Policy since 1882—Toynbee; North Schleswick under Prussian Rule, 1864-1914 35c.
- No. XIII. Scandinavia and the War—Bjorkman; The War through Danish Eyes—By a Dane; The Southern Slavs—Forbes; Asia and the War—Duchesne; The War through Canadian Eyes—Peterson 35c.
- No. XVI. The Farmer in War Time—Orwin; British and German Steel Metallurgy—Arnold; The War and the Cotton Trade—Chapman; The War and Employment—Bowley; Prices and Earnings in time of War—Bowley 35c.
- No. XVIII. Select Treaties and Documents to illustrate the Development of the Modern European States-systems—R. B. Mowat (192 pp.).... 50c.
- No. 19. The National Principle and the War—Ramsay Muir.....paper, 10c.
- No. 21. The British Dominions and the War—Egerton.....paper, 8c.
- No. 22. India and the War—Trevelyan.....paper, 4c.
- No. 29. The Navy and the War—Thursfield.....paper, 10c.
- No. 32. The Germans in Africa—Lewin.....paper, 10c.
- No. 44. The War and its Economic Aspects—J. W. Ashley.....paper, 8c.
- No. 45. Food Supplies in War Time—R. H. Raw.....paper, 8c.
- No. 79. Rumania; Her History and Politics—Mitrany (39 pp.).....paper, 15c.
- The Submerged Nationalities of the German Empire—Ernest Barker (64 pp.) 25c.
- Prussian Poland, North Schleswick and Alsace Lorraine are the nationalities discussed.
- Bryce, Viscount—Report of the Committee on Alleged German Outrages (paper)T. Fisher Unwin, London, 8c.
- Bryce, Viscount.....Neutral Nations and the War (paper).....
The Macmillan Co., 5c.
- Basu Bhupendranath—Why India is Heart and Soul with Great Britain (paper)The Macmillan Co., 5c.
- Cox, Harold.....The Economic Strength of Great Britain (paper).....
The Macmillan Co., 5c.
- The War in Europe....Reprint from *The Round Table*, Sept., 1914....
The Macmillan Co., 10c.
- Germany and the Prussian Spirit....Reprint from *The Round Table*, Sept., 1914The Macmillan Co., 15c.
- British and German Ideals, The Meaning of the War....The War Numbers of *The Round Table*, Sept., 1914, and Dec., 1914.....
The Macmillan Co., each, 65c.

IV. MAPS.

- For the West*The Daily Telegraph* War Map No. 4
For the East " " " " No. 5
For the Balkan States " " " " No. 6
For the Italian Campaign " " " " No. 8
For the whole Balkan District, including the Dardanelles " " " " " No. 10
For the Dardanelles " " " " " No. 12
For the British Front in detail " " " " " No. 13

These maps can be obtained from the Students' Book Department, University of Toronto, at 30c. each, postpaid.

THE WAR AND THE SCHOOLS.

In an announcement of November, 1914, the Minister of Education drew the attention of the teachers of the Province to their responsibilities in connection with the monstrous War in which Britain and her allies are still engaged, and directed them to teach "its causes and the interests at stake as well as the relations thereto of the different nations directly or indirectly concerned" as part of the course of study in history for every pupil in every school of the Province so far as they can be intelligently taken up in the different grades. The Minister now has pleasure in acknowledging the zeal with which the teachers have accepted their new responsibilities. In the schools they have taught the War. Outside the schools they have organized and collected patriotic and Red-cross funds, provided comforts for the troops, assisted the recruiting sergeants, and where conditions permitted it, even volunteered for service. Nor have they failed, in the schools or outside, to make clear the truth that "while each of the overseas Dominions is mistress in her own house, her welfare is bound up with that of the British Isles and that she owes loyal and filial service to the Mother of Nations."

The War has now entered upon its second year, and the schools have entered upon their second session since the War began, and the Minister is confident that the teachers of Ontario will accept their responsibilities during the second session with the same devotion as they exhibited during the first. It will again be one of their duties to teach the War. As the War continues and events crowd upon one another, this duty becomes more difficult of fulfilment. To assist the teachers, the Minister has, accordingly, prepared the following outlines, but while he directs that the War shall be taught during the school session 1915-16, he wishes these outlines to be regarded as suggestive only:

OUTLINES.

I. THE REMOTE CAUSES OF THE WAR.

(a) *A Brief Study of the Geographical Background:*

The parts of the British Empire, their situation.

Germany's situation with regard to Russia and France, and with regard to ocean outlets for trade.

Germany's increase in industry and trade with her need of new markets and of colonial possessions.

Distribution of races and nationalities in Europe, especially with the Slavs, Germans, Italians, and French.

Forms of government, economic conditions of the nations at war.

(b) *A Brief Study of the Historical Background:*

The rise of the Balkan States, the Balkan Wars of 1912-13, Russia's relations to the Balkan States.

The rise of Prussia since 1805, war with Denmark, war with Austria, the Franco-Prussian War, the German Empire and the dominance of Prussian ideals, the growth of the German Colonial Empire.

The recovery of France after 1870, French colonial expansion.

Alliances and armaments, the Triple Alliance and the Triple Entente, the growth of armies and navies in Europe.

II. THE IMMEDIATE CAUSES OF THE WAR.

Austria's attitude towards Servia after the assassination of Archduke Ferdinand, Germany's responsibility for instigating Austria's attitude and for refusing all compromises.

Attempts of Sir Edward Grey, of France, Italy, and Russia to preserve peace.

Claims of Belgium against violation of her neutrality and attitude of various parties towards agreement for her neutrality.

Germany's explanation of her violation of Belgium's neutrality.

III. THE WAR.

(a) *A Brief Study of the Method of Conducting the War:*

The army with its various arms of service, the equipment and uses of each in the War.

The navy with its various types of war vessels, the uses and equipment of each.

(b) *A Brief Account of the Events of the War:*

Note: The list given below ends with September, 1915. Teachers may use it as a guide in making their selections from the events of the War thereafter.

Western Front:

Advance of Germans through Luxembourg and Belgium towards Paris, battle of the Marne, German retreat to the Aisne, fall of Antwerp and conquest of Belgium, attempts to break through to Calais, long-drawn out war of the trenches.

Eastern Front:

Russian invasion of East Prussia, Galicia, and Bukowina; Austro-German invasions of Courland, and Poland, retreat of Russians, fall of Warsaw.

The Balkans and Western Asia:

Invasions of Servia, campaigns in the Caucasus, in Persia, in the valley of the Tigris and Euphrates, and near the Suez Canal, the struggle at the Dardanelles.

Austro-Italian Front:

Italian invasion of Austria.

Colonial Front:

Capture of German colonies in South Pacific by the British, in Africa by the British and French, in Asia by the Japanese and British.

The Naval War:

Engagements in the North Sea, off Coronel, near the Falkland Islands, at the Dardanelles; the hunting down of commerce destroyers; submarine warfare; the blockade of Germany and Austria by the allied fleets.

IV. THE OVERSEAS DOMINIONS AND THE WAR.

India's share in the War.

Unanimous response of the overseas Dominions; the part played by Australia and New Zealand in the South Pacific, in Egypt and at the Dardanelles; the work of Botha in South Africa; Canada's volunteer army, its training, its transportation to Europe, its share in the War.

V. MODIFICATION OF OUTLINES.

As already stated, the outlines given above are only suggestive, and should be modified to suit the average age and maturity of the grade concerned. To assist the teachers in making these modifications the Minister recommends as follows:

(a) *The Continuation and High Schools, and the Collegiate Institutes.*

The outlines have been prepared to meet primarily the needs of the Upper School. While, accordingly, a general adherence thereto is recommended for this grade, it is suggested that stress be placed upon the Remote and Immediate Causes of the War, particularly with the classes in Modern History (Second Course). With the same general adherence to the outlines but with modifications to suit the age and standards of the pupils, the stress in the Middle School might be placed upon the Immediate Causes of the War and upon the share therein of the British Islands and the overseas Dominions, and the stress in the Lower School upon the share of the British Islands and the overseas Dominions in the War and upon such geographical topics as it has made significant.

(b) *The Public and Separate Schools.*

The comments made above upon the instruction in the Lower School of the High Schools apply equally to the instruction in Form V of the Public and Separate Schools. In Form IV the outlines must be very greatly modified and reduced. In it, the Remote Causes of the War will call for little attention as also the significance of geographical and economic features. Pupils of this Form will exhibit interest in the events of the War and in the methods of conducting it. Their attention should be directed, in particular, to Canada's share in the struggle.

In the Forms below Form IV the outlines must be abandoned. In Forms I and II the teacher should content herself with stories and the reproduction of stories of persons, places, and peoples made famous by the War. In Form III she should add to such stories accounts of great events from the current history of the War, and readings from the "Children's Story of the War". In these Forms as in Form IV the instruction should be made concrete by oral composition, with pictures and maps from journals and papers, with models of boats, aeroplanes, etc., from the manual training department, and with visits, where practicable, to training grounds, model camps, aircraft exhibitions, etc.

EXAMINATIONS.

As in 1914, the Minister now directs that an adequate knowledge of such topics from the outlines of the War as may be suitable for study in each school grade be required as one of the tests for promotion. And he, again, intimates to all candidates concerned that, at the Departmental examination, at least one and not more than two full questions upon the War will be asked on each examination paper in history, of the character indicated by the foregoing outlines and recommendations, except the paper on Ancient History at the Middle School examination and the paper on Mediaeval History (First Course) at the Upper School examination. He also intimates that, with due regard for the grade of each examination, geographical features, such as cities, islands, mountains, waterways, trade routes, made significant in the War may form the subjects of questions on the Departmental examination papers in geography, provided that in each case such geographical features come within the scope of the regular curriculum in geography. The Minister, however, wishes to emphasize the fact that the foregoing instructions apply to the Departmental examinations only and not to the Matriculation examinations. The latter are wholly under the control of the Universities and the Matriculation Board.

Text-Books, Source Books, and References.

The Department has already authorized for use in Forms III, IV, and V of the Public and Separate Schools and in the Lower Schools of High and Continuation Schools and Collegiate Institutes the "Children's Story of the War". The pamphlets of this series should be supplemented by current papers and journals, and, in the case of Continuation and High Schools and Collegiate Institutes, by publications selected from the list given below.

I. PERIODICALS.

The School.....A magazine published by the Faculty of Education,
Torontoannual subscription \$1.50

This magazine has made a feature of war-topics since March, 1915, and will continue to publish monthly throughout the session, for the use of the teachers of the Province, articles upon the topics of the Outlines given above, upon the current events of the War, and upon the sources and uses of material such as war maps, war diaries, pictures, etc.

The Round Table.....A Quarterly Review of the Politics of the British
Empire.....The Macmillan Co., each number, 65c.

II. BOOKS.

*Rose, J. Holland.....The Origins of the War (201 pp.).....
University Press, J. M. Dent & Sons, Toronto, 1915; cloth 50c., paper 30c.

The author traces clearly the course of the political developments out of which the war arose.

*Seton-Watson, and Others....The War and Democracy (390 pp.).....
The Macmillan Co., 50c.

A stimulating, suggestive, and thorough inquiry into the underlying causes and issues of the war. As a basis for study the above two books in particular will be found very helpful, the first being the simpler.

Who Caused the War: A Study of the Diplomatic Negotiations leading to
the War.....Prof. E. J. Kylic, Univ. of Toronto (88 pp.).....
Oxford University Press, 10c.

An analysis of the documents with a running commentary on events, the whole forming a lucid and instructive summary.

October 14th, 1915

Dr. A. H. U. Colquhoun,
Deputy Minister of Education,
Parliament Buildings, Toronto.

Dear Dr. Colquhoun:

I am in receipt of your letter setting forth the attitude of the Department of Education towards the academic examinations for Specialist certificates. I will hand this to the Registrar so that our office may be fully informed of the manner in which the Department will deal with those coming to the Department of Education for recognition.

Yours sincerely,

President.

Please address any reply to "THE
DEPUTY MINISTER, Department of
Education, Toronto," quoting also
Number and Date.

(Form 50a—30,000—September, 1912).



ONTARIO
DEPARTMENT OF EDUCATION

TORONTO,
December 1st, 1915.

Dear Sir,-

I am directed by the Acting
Minister of Education to state that the Prime Minister has
drawn his attention to the fact that no reply has yet been
given to Mrs. Charles R. Horne, in connection with her
request to know what University Courses she must take to
complete her Specialist standing in French and German. The
Acting Minister directs me to ask you if you will be good
enough, at your very earliest convenience, to see that an
answer is sent to my letter of November 25th to the Registrar.

I have the honour to be,

Your obedient servant,

A. H. Colquhoun
Deputy Minister of Education.

President Falconer, C.M.G.,
University of Toronto,
Toronto.

December 2nd, 1915

A. B. U. Colclough, Fsc., LL.D.,

Deputy Minister of Education.

Dear Sir:

I have been informed that Mr. Frebner wrote to you a letter with regard to the case of Mrs. C. R. Horne before he left the city on Tuesday, and in that letter he stated that the matter would be brought before the Council of the Faculty of Arts at its meeting next Monday in order that the Council might themselves deal with the matter. I hope to be able to write to you concerning it on Tuesday of next week.

Yours sincerely,

President.

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December 11th, 1915

The Deputy Minister of Education,
Toronto.

Dear Sir:

In answer to your letter of November 25th asking that the University should submit a statement in detail indicating in what respect the University course already taken by Mrs. Horne fails to meet the requirements for a specialist's certificate in Modern Languages and History according to the requirements now in force between the University and the Department of Education I have to say, as you are aware from a letter sent to you by the Registrar of the University on November 30th, the matter has been submitted to the Council of the Faculty of Arts. The Council gave instructions that the a committee should be appointed to deal with the matter. This Committee after considering very carefully the whole correspondence in connection with the case has come to the conclusion that it has nothing to add to what has been already submitted to you in the letter from the Registrar, dated November 30th.

Yours sincerely,

President.

January 3rd, 1910

The Deputy Minister of Education,
Toronto.

Dear Sir:

I have to acknowledge the receipt of your letter enclosing a memorandum setting forth the work that the four students, Miss Myrtle Stevens and others, are required to take in order to qualify for specialist standing in the Department.

Yours sincerely,

President.

January 4th, 1910

Dr. A. F. L. Colquhoun,
Department of Education,
Toronto.

Dear Sir:

I have to acknowledge with thanks the copy of the reply
of the Acting Minister of Education to the petition sent to him by
certain students of the University of Toronto on December 17th.
I also thank your communication that you have already sent the reply
to the petitioners themselves.

Yours sincerely,

President.

Students in the Department of English and History with the Moderns Option followed the Calendar and the examination regulations of 1914 was the first notification they had of the change in the regulations' regulations.

The Board of the Department of Modern Languages agrees with the regulations.

The Board in the Calendar 1914-15 had not been ratified by the Board of Education.

Students with the Classical Option were granted exemption from the first year of the course as outlined in the Calendar for 1914-15.

The Moderns and History students followed the same Calendar regulations for 1914-15.

The Board of Education of 1914 was adopted in other courses as well as in the first year of the course.

Please address any reply to "THE
DEPUTY MINISTER, Department of
Education, Toronto," quoting also
Date.

(Form 50A—30,000—March, 1916)



ONTARIO

DEPARTMENT OF EDUCATION

TORONTO, May 16th, 1916.

Dear Sir,-

I am directed by the Minister of Education to state, in reply to your enquiry over the telephone, that in the case of the Summer Course in Household Science, applicants who do not hold Ontario qualifications may be admitted on the report of the Secretary of the University of Toronto Extension Committee that the accommodation for said course is ample. Similarly, admission to the full course for an Ordinary certificate may be granted to one who does not hold Ontario qualifications, provided that on the report of the Dean of the Faculty of Education, it is found that the accommodation is ample. In each case a special fee is required.

I have the honour to be,

Your obedient servant,

A. James
Deputy Minister of Education.

Robert Falconer, Esq., C. M. G., M.A., LL.D., D.Litt.,

President of the University of Toronto,

T O R O N T O .

Please address any reply to "THE
DEPUTY MINISTER, Department of
Education, Toronto," quoting also
Date.

(Form 50A—30,000—November, 1915)



ONTARIO
DEPARTMENT OF EDUCATION

TORONTO, June 13th, 1916.

Dear Sir,-

I am directed by the Minister of Education to request that the class rooms in the main Arts' Building which were used last summer for the Departmental examinations be again placed at his disposal for similar use this year. These rooms would be needed approximately for one month from Friday, June 30th.

If this arrangement is agreed to, kindly notify me to this effect and I will request the Registrar of the Department to confer with the Superintendent of Buildings at the University regarding the changes that will be necessary in the locks and seating.

I have the honour to be,

Your obedient servant,

W. A. James
Acty Deputy Minister of Education.

R. A. Falconer, Esq., C.M.G., M.A., LL.D., D.Litt.,

President, University of Toronto,

TORONTO.

June 14th, 1916

C. W. James, Esq.,

Acting Deputy Minister of Education,

Department of Education, Parliament Buildings,

Toronto.

Dear Sir:

In the absence of President Falconer in Winnipeg I have consulted the Chairman of the Property Committee of the Board of Governors and he agrees to the arrangement asked for in your letter of the 13th inst.- that the class-rooms in the Main Building of the University which were used last summer for the Departmental examinations be again placed at their disposal for similar use this year.

I have also notified the Superintendent of Buildings.

Yours very truly,

President's Secretary.

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